EXPLORE®

Room Supervisor's Manual

ACT®

ASSISTANCE FROM ACT

Read this manual carefully **before** administering EXPLORE. If you have questions about EXPLORE administration, call ACT at 800/553-6244, extension 1892, 8:30 A.M.–5:00 P.M., central time, Monday through Friday.

Visit ACT's website at **www.act.org.**

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement,* guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code.* A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

Contents

Preparing for EXPLORE

This guide is designed to provide direction to you, the room supervisor, in administering EXPLORE®, including specific instructions and a script for conducting the test portion and optional verbal instructions for completion of the non-test, student information, portion of EXPLORE. Please review these instructions thoroughly before the test day.

If you have questions concerning the procedures for administering EXPLORE, discuss them with your school's EXPLORE test supervisor.

EXPLORE is a curriculum-based assessment program developed by ACT to help eighth and ninth graders develop a high school course plan that prepares them to achieve their post-high school goals. The EXPLORE tests are normed for eighth- and ninth-grade students who complete the tests under the standardized conditions described in this manual. By carefully following the procedures outlined in this manual, you will help ensure that all examinees have the same opportunity to demonstrate their competencies and that the scores your students receive are comparable to the scores attained by students in the norming group to which they will be compared.

Arrangements for Testing

Scheduling Testing Sessions

ACT recommends that the EXPLORE tests (English, Mathematics, Reading, and Science) be administered in one session, consistent with the administration model used in the national norming study. Plan for approximately three hours total administration time. If desired, the Student Information sections may be completed on a day prior to the test to shorten the test day administration time.

Total for student information sections (varies). . . . . 40–50 minutes

Tests:
    English (40 items) . . . . 30 minutes
    Mathematics (30 items). . . . . 30 minutes
    Break (depending on administration option) . . . . 3–5 minutes
    Reading (30 items). . . . . 30 minutes
    Science (28 items). . . . . 30 minutes
    General Administration (varies) . . . . 10 minutes

Total for Tests . . . . 135 minutes

Preparing Testing Rooms

Testing rooms should offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction.

Writing surfaces should be large enough to accommodate the test booklet and answer folder side-by-side. Students should not be distracted by inadequate writing surfaces. Lap boards should not be used.
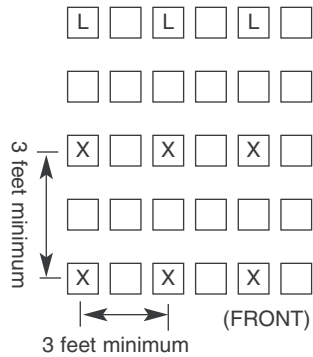
Where possible, plan to seat students in a block so that all rows (side-to-side) and columns (front-to-back) have the same number of students. This arrangement simplifies the distribution, collection, and verification of test materials. **All students must face in the same direction.** Be sure the aisles between rows or columns of seats are wide enough for testing personnel to circulate during the examination without disturbing students—at least three feet shoulder-to-shoulder.

Whenever possible, seat left-handed students in a separate column at the right of the test room (as viewed from the front of the room), or in the last seat of each column of right-handed students. If left-handed writing surfaces are not available, arrange two columns of chairs in rows and instruct students to use the writing surface of the empty chair on the left.
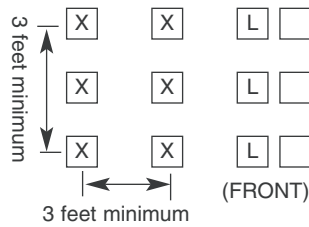
Examples of Seating Arrangements

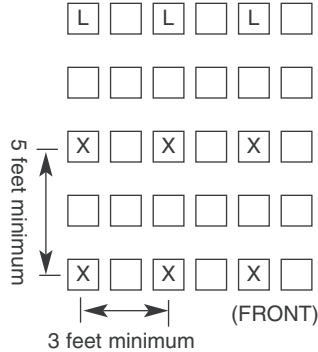X = one examinee; L = one left-handed examinee; ☐ = one desk

1. Level seating with stationary desks

L	☐	L	☐	L	☐
☐	☐	☐	☐	☐	☐
X	☐	X	☐	X	☐
☐	☐	☐	☐	☐	☐
X	☐	X	☐	X	☐

3 feet minimum (vertical)

3 feet minimum (horizontal)

(FRONT)

2. Level seating with movable desks

X	X	L	☐
X	X	L	☐
X	X	L	☐

3 feet minimum (vertical)

3 feet minimum (horizontal)

(FRONT)

3. Elevated seating

L	☐	L	☐	L	☐
☐	☐	☐	☐	☐	☐
X	☐	X	☐	X	☐
☐	☐	☐	☐	☐	☐
X	☐	X	☐	X	☐

5 feet minimum (vertical)

3 feet minimum (horizontal)

(FRONT)

4. Tables

3 feet minimum

X ← → X

6 feet
(FRONT)

3 feet minimum

X ← → X   X

more than 9 feet
(FRONT)

X

5 feet

(FRONT)

3
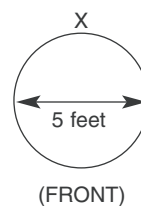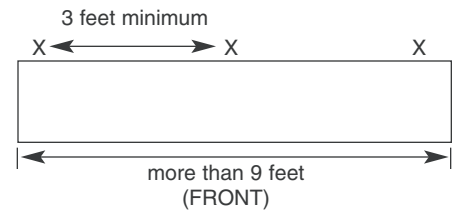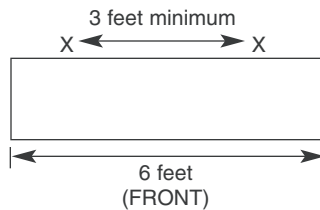
Check your testing room to make sure that maps, periodic tables, posters, charts, and bulletin board materials related to the subjects of the test are removed or covered.

Your school is responsible for providing the following for each testing room:
- Reliable stopwatch or interval timer
- Wall clock (desirable, but not required)
- Supply of soft-lead (no. 2) pencils with erasers for students who do not bring pencils
- Pencil sharpener
- Two sheets of scratch paper for each student
- Supply of calculators for use during the math test (students may be asked to provide their own calculators)
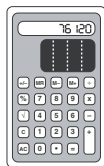
Use of Calculators

Examples of Acceptable Calculators
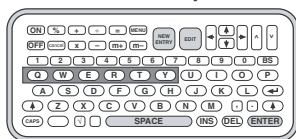
Scientific or graphing
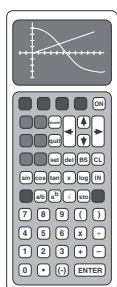
Four-function

Examples of Unacceptable Calculators

QWERTY keyboard

Paper tape

Consistent with curriculum standards established by the National Council of Teachers of Mathematics, the EXPLORE Mathematics Test was designed to be completed with the aid of a calculator and was administered with calculators available in the national norming study conducted by ACT. Students should have calculators available for this test if comparisons between local performance and the national norming sample are important. Each student's calculator should have the four basic functions (addition, subtraction, multiplication, and division), plus a square root function.

Students should use the type of calculator they are most comfortable with; e.g., if the school normally provides calculators for students, then the same calculators should be provided on the test day. If the students normally provide their own, or if they would feel more comfortable using their own calculators, they should bring and use their calculator on the test day. A supply of calculators with at least the four basic functions, plus a square root function, should be available on test day to lend to students who do not bring a calculator, whose calculator does not perform the necessary function, or whose calculator malfunctions during the test. It is advisable that all calculators be checked prior to testing to be sure they are working properly.

The following types of calculators are **prohibited:**
- Calculators with built-in computer algebra systems—Prohibited calculators in this category include:
  – Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—*Note: the TI-Nspire (non-CAS) is permitted.*
  – Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G, HP 49G,** or **HP 50G**
  – Casio: **Algebra fx 2.0, ClassPad 300,** and all model numbers that begin with **CFX-9970G**
- Handheld, tablet, or laptop computers, including PDAs
- Electronic writing pads or pen-input devices—*Note: The Sharp EL 9600 is permitted.*
- Calculators built into cell phones or other electronic communication devices
- Calculators with a typewriter keypad (keys in QWERTY format)—*Note: letter keys **not** in QWERTY format are permitted.*

The following types of calculators are permitted, but only after they are modified as noted:
- Calculators with paper tape—*The tape must be removed.*
- Calculators that make noise—*The sound must be turned off.*
- Calculators with an infrared data port—*The infrared data port must be completely covered with heavy opaque material such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series, and HP 48G).*
- Calculators that have power cords—*All electrical power/cords must be removed.*

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Test Administration Guidelines

Unauthorized Testing Aids

The use of highlight pens, notes, unapproved calculating devices, foreign language dictionaries, or other dictionaries is not permitted. Students should be instructed not to make marks in the test booklets.

The beeper alarm on wristwatches can be very distracting to other students. A statement to students NOT to set them is included in the verbal instructions. Remind students that all cell phones must be turned off during testing.

Timing

Use a stopwatch or interval timer to ensure the exact time is allowed for each test. **Scores CANNOT BE ADJUSTED to compensate for a mistiming.** To verify the time given for each test, the Start, Stop, and the five-minutes-remaining times should be written in the appropriate place in this manual (in pencil) and computations checked carefully before time is called.

If a mistiming does occur, allow students to make up a shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on another test, do not interrupt their work. Wait until the current test is completed, then allow the additional time on the previous test. Report any mistiming that could not be corrected on the Testing Irregularity Report (page 21) and return the report with your answer folders.

A verbal announcement of time remaining will be read five minutes before the end of each test. If a wall clock is visible in the testing room for students to monitor testing time, you may post the Start and Stop time and/or time allowed for each test on a chalkboard (e.g., Test 1—30 minutes: Start time—9:00, Stop time—9:30). Do not distract students during the test session with additional written or verbal announcements of time remaining.

When the tests are to be administered in a single session, allow students a short (three to five minutes) rest period between Tests 2 and 3. Students may be allowed to go to the restroom. Otherwise, do not allow students to leave the room. They may stand and move around the room for a few moments.

Leaving the Room

Students may be allowed to go to the restroom during testing, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time. Collect the test booklet and answer folder from the student upon leaving, and return them when the student returns. Students who leave the room during the timed portion of the test may not make up lost time. Record such absences on the Testing Irregularity Report. **Room supervisors must not leave a testing room unsupervised at any time.**

If a student becomes ill during the test, dismiss the student from the test room, collect the answer folder and test booklet, and make note of the time remaining on the test when the student left. You may schedule makeup testing for the student allowing the time remaining on the unfinished test (if any) and the full 30 minutes for any test(s) not attempted. Return the answer folder and test booklet (if both are usable) to the student for use during the makeup testing session. Makeup testing for students who are absent or become ill during testing should be administered in accordance with the standard test administration procedures described in this manual. Return all answer folders to the ACT scoring center at the same time.

Questions

During the testing session, do not answer questions regarding individual test items, or questions about how to use a calculator. Specific instructions about guessing are printed on the back cover of the test booklet. If students ask you about guessing, refer them to these instructions. Do not comment on or add in any way to the printed directions.

If a student challenges typographical errors or ambiguities in particular test items, instruct the student to choose an answer on the basis of the information available. Make an entry on the Testing Irregularity Report (page 21), including identification of the test form, the test and the item, and an explanation of the student's question. ACT will respond to concerns about individual test items.

Defective Test Booklet or Answer Folder

Replace a defective test booklet or answer folder as quickly as possible with another from your supply to minimize time lost. If you are replacing a test booklet and have already begun administering the test sections, be sure to replace it with one of the same form. If you are replacing an answer folder, have the student transfer **all** information to the new answer folder after the timed portion of testing is completed. Describe the nature of the defect on the Testing Irregularity Report (page 21) and attach defective materials to the report. ACT will replace defective materials.

Reporting Irregularities in Test Administration

Room supervisors should use the Testing Irregularity Report (page 21) to document any of the following occurrences during administration of the tests:

1. A student becomes ill or leaves the room during testing.
2. A student fails to follow instructions (marks responses randomly, obviously does not read questions prior to responding, or refuses to mark responses).
3. A student exhibits behavior that disrupts other students.
4. A student is **observed** reading ahead in the test booklet, working ahead or behind, giving or receiving assistance, or filling in ovals after time is called. See page 7 for instructions on voiding one or more tests.
5. A student is **observed** using unauthorized testing aids. See page 7 for instructions on voiding one or more tests.
6. A test is mistimed.
7. A disturbance or distraction occurs which could affect one or more students' scores.
8. A student questions the accuracy or validity of an item.
9. A student has a defective test booklet or answer folder.

Keep a copy of all Testing Irregularity Reports in your testing files to document any non-standard occurrences that should be considered when interpreting individual student scores. Through consultation among testing staff, determine whether any of the irregularities warrant voiding rather than scoring any tests or complete answer folders.

Voiding Tests or Answer Folders

Individual tests may be voided by gridding the appropriate oval under Scoring Codes at the top of the second page of the answer folder (illustrated below)—E to void English, M to void Mathematics, R to void Reading, and S to void Science. If it is determined that an entire answer folder should not be scored, mark the document VOID and **retain the voided answer folder** in the student's file or your testing files to verify the reason the student is not receiving a score report. **Do not** return the voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

Only mark these "Scoring Codes" if you wish to **void** a portion of a student's test. When a scoring code is marked, that portion of the test will **not** be scored.

To be completed by school staff only—see Room Supervisor's Manual
ACCOMMODATIONS Mark only one.
① ⑥
② ⑦
③ ⑧
④ ⑨
⑤ ⑩
SCORING CODES Ⓔ Ⓜ Ⓡ Ⓢ

Test Administration Procedures

Instructions Before Test Day

A few days prior to the test day, distribute copies of *Why Take EXPLORE?* and instruct students to bring the following:

- Student ID number (to be used for positive identification of their record)
- Two no. 2 pencils with erasers
- A calculator with the four basic functions plus square root function (schools may provide calculators for all students)
- A watch to pace themselves (optional)

The test supervisor should assemble all materials being provided by the school (see page 4).

Optional Instructions from Test Supervisor

Your school's EXPLORE test supervisor may provide room supervisors with instructions for one or more of the following optional components for EXPLORE:

- Pre-ID labels
- Student ID numbers
- Sort codes
- Supplemental local items
- Verbal instructions for non-test sections

Student Information Sections

The student information sections should be administered **prior** to the tests and will take approximately 40–50 minutes. You may prefer to have students complete these sections on a different day, prior to the academic tests, so that they can focus on the academic portions on the day of the test. Room supervisors may select either of the following options for the administration:

Option 1: Room supervisor reads all directions aloud to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.

Option 2: Students read the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.

Test Sessions

The tests should be administered in the order presented in the test booklet (English, Mathematics, Reading, and Science), allowing exactly 30 minutes for each test.

ACT recommends that all four tests be administered in one session, since this model was used in the national EXPLORE norming study. However, if you are administering the tests in more than one session, begin each session by following the instructions on page 13 (changing the test number as appropriate), then proceed to the section pertaining to the test being administered. All sessions should be ended by using the directions on page 17. Provide each student with two sheets of scratch paper for each session. Collect the scratch paper at the end of each session and destroy used sheets. Unused sheets may be redistributed at subsequent sessions.

Testing staff should not be reading anything other than this manual or otherwise completing other tasks. Full attention should be directed toward the students.

Avoiding Common Errors in Gridding Answer Folders

To expedite reporting of EXPLORE results, room supervisors should be alert to the types of errors students commonly make when completing their answer folders. When reading the instructions, testing personnel should emphasize the correct procedures to avoid these errors and walk around the testing room to observe students as they complete these steps.

When completing blocks **A–H** (student name and identification information), students must:
- grid last and first name in addition to printing it in the boxes;
- grid only one oval per column; and
- begin in the first box and first column of ovals in a block.

It is highly desirable for testing personnel to check these sections of the students' answer folders—particularly block **B** (name), block **E** (gender), and block **H** (Student ID number), since these data elements can affect School Profile Summary Reports. ACT **will not** correct this information on student records after answer folders are processed.

Verbal Instructions

Verbal instructions for administering the student information sections and the tests are printed on the following pages. All instructions in the shaded boxes should be read aloud to students; do not depart from this text. **Where a series of dots appear, pause to let students follow instructions.** Text in brackets [ ] is information for the room supervisor and should not be read aloud.

Verbal Instructions for Student Information Sections

When all students have been admitted and seated, and everyone has a pencil, greet the students and say:

> Please clear your desk of everything except your pencils. The answer folders and instructions will now be distributed. Do not mark on either of them until I give you further instructions.

Distribute the answer folder and instructions. If your school is collecting supplemental information in block **M,** Supplemental Local Items, distribute the questions to students with the instructions.

> The information you provide when you complete your answer folder will be used to prepare reports for you and your school. Your answer folder will be scored by computer. Be sure to follow all instructions carefully. Use a soft-lead no. 2 pencil to complete your answer folder. Do not use ink or ballpoint pen. Fill in each oval completely, making sure all marks are dark and heavy and within the appropriate oval. All errors must be erased thoroughly. Mark only one response to each question.

If you are reading the instructions for the student information sections to your students, continue with **Option 1** below. If students are to complete the student information sections on their own, continue with **Option 2** on page 12.

Pre-ID Label Users

If your school ordered pre-ID labels, hand the pre-ID labeled answer folders **directly to each student** to ensure the student has their own answer folder. No changes may be made on the pre-ID label. Students must leave blocks **B, D-I,** and **K** blank.

Refer students to page 4 of *Instructions for Completing Your Answer Folder* so they may complete blocks **J, L, M,** and the Interest Inventory. If you wish to read the instructions aloud, begin on page 10 of this manual at the paragraph that begins, "Find block **J, Plans and Background**...."

**Option 1:
Room Supervisor
Reads All Instructions**

If the instructions for completing the student information sections are being read aloud to students, say:

Turn to page 3 of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Turn your answer folder so that block **A** faces you. Print clearly **your school name, city, and state** on the lines provided in block **A.**…

In block **B,** print your name in the boxes labeled **Last Name, First Name, MI**—for middle initial. Begin in the first box for each part of your name. Enter as much of your name as possible, using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the corresponding oval in the column directly below each letter of your name. Fill in the empty oval below any space or hyphen in your name. It is not necessary to fill in empty ovals after your name....

In block **D, Date of Birth,** fill in the oval next to the month you were born. Next, in the boxes, print the day and last two digits of the year of your birth. Enter a zero for any blank. For example, you would enter January 6, 1994, as Jan 06 94. Fill in the corresponding oval below each box.…

In block **E,** fill in the appropriate oval.…

In block **F, Racial/Ethnic Background,** fill in the appropriate oval corresponding to the phrase that best represents your racial/ethnic background as commonly recognized by your family and friends. Mark only one response.

In block **G, Current Grade in School,** fill in the corresponding oval to show your current grade level.…

Now, look at block **H, Student ID Number.** Enter your student identification number as directed by your room supervisor, beginning in the first box. Then fill in the corresponding oval below each number. ACT will use this identification number only for positive identification of your test record and to match your EXPLORE record to other ACT tests you might take in the future (such as PLAN® and the ACT®). Do not use hyphens if any occur in your ID number.

Disregard block **I** unless your test supervisor gives you specific instructions for the students to fill in this block.

Find block **J, Plans and Background,** in the lower right-hand corner of your answer folder. Look at **pages 4 and 5 in your instruction booklet.** There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. This should take you about 5–10 minutes. Look up when you are finished. You may begin.…

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block **K** instructions will be given when the test books are handed out.

Now, look at block **L, Needs Assessment** on page 2 of your answer folder. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished.…

If you are collecting supplemental information from your students (block **M, Supplemental Local Items**), ask students to read and respond to those questions now. Otherwise, inform students that block **M** is to be skipped. If you are testing students in grade 7 or above, continue with the following instructions. (Interest Inventory scoring is not available for students below grade 7.)

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

Turn to **page 7** of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Find the section of your answer folder labeled **"INTEREST INVENTORY"**.…

The things you like to do now can give clues about jobs that you might like in the future. This inventory will help identify jobs you may want to explore.

Show how much you would like doing each of the 72 activities listed. Mark an answer to an activity even if you are uncertain how you feel about it. Consider whether you would **like** or **dislike** the activity, not your ability to do it.

For each activity, choose one answer. On page 2 of your answer folder in the section labeled *Interest Inventory*, fill in the oval that contains the letter for your answer. Try to answer **like** or **dislike** as often as possible.

This should take you about 15 minutes. Look up when you finish. You may begin.…

When everyone seems to have finished, say:

Raise your hand if you need more time. [Allow more time if necessary.]

If your test supervisor has instructed you to collect the optional information in blocks **N-S**, continue with the following instructions:

Turn to page 3 of your answer folder.… Now turn back to page 5 of your instruction booklet.… Read silently as I read aloud, starting with the section directly above block **N**.…

The following information will be provided only to the agency that sponsors this assessment program so that they may communicate educational opportunities to you.

Read the directions for blocks **N, O, P and Q** on page 5 of your instruction booklet, and carefully complete these blocks on your answer folder.

When you have completed block **Q,** put your pencil down and look up.…

Raise your hand if you need more time. (Allow more time if necessary.)

If you are administering EXPLORE as a high school admissions test and have received instructions from your test supervisor for use of blocks **R and/or S,** please instruct students how to complete these blocks at this time.

If you are NOT continuing with administration of the EXPLORE tests in this session, read the directions in the next box. If you are continuing with the tests, collect the instruction booklets, asking the students to keep their answer folders, then skip the next direction and continue with the **Verbal Instructions for Administration of EXPLORE Tests,** page 13.

I (we) will now collect the answer folders and instruction booklets. Please sit quietly until all answer folders are collected.

Collect the answer folders and store them securely until the scheduled test session. Instruction booklets can be discarded or saved for later reference.

Option 2: Students Read Instructions With Guidance from Room Supervisor

If students are completing the student information sections by silently reading the directions printed in *Instructions for Completing Your Answer Folder*, say:

Turn to **page 3 of your instruction booklet.**…Read the instructions carefully and complete blocks **A through H.**

When you have completed block **H,** put your pencil down and look up.…

This activity will take approximately 5 minutes to complete. When all students seem finished or 5 minutes have passed, say:

Raise your hand if you need more time to complete blocks **A through H** on your answer folder. [Allow additional time if necessary.]

Disregard block **I** unless your room supervisor gives you specific instructions for the students to fill in this block.

Find block **J, Plans and Background,** in the lower right corner of your answer folder. Look at **pages 4 and 5 in your instruction booklet.** There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. Look up when you are finished. You may begin.…

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block **K** instructions will be given when the test books are handed out.

Now, look at block **L, Needs Assessment.** Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished.…

If you are collecting supplemental information from your students in block **M, Supplemental Local Items,** distribute the questions now and ask students to read and respond to those questions. Otherwise, inform students that block **M** is to be skipped.

Turn your answer folder so that the **INTEREST INVENTORY** section faces you.…

Turn to **page 7** of the instruction booklet.… Read the instructions carefully. For each of the 72 activities, choose your response and fill in the corresponding oval.

This should take about 15 minutes. Look up when you are finished. You may begin.…

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

When everyone seems to have finished or 15 minutes have passed, say:

> Raise your hand if you need more time. [Allow more time if necessary.]

If your test supervisor has instructed you to collect the optional information in blocks **N** through **S**, continue with the instructions below the solid line on page 5 of *Instructions for Completing Your Answer Folder*.

Verbal Instructions for Administration of EXPLORE Tests

If the student information sections were completed before the test day, distribute answer folders to each student individually, being certain that each student has received the correct answer folder.

Be sure each student has at least one no. 2 pencil with an eraser. Provide two sheets of scratch paper for each student.

If the school is providing calculators for all students, check all calculators before the test day to be sure they are working properly and have the specified functions: addition, subtraction, multiplication, division, and square root keys. Calculators should be distributed to each student after Test 1. Extra calculators should be available to lend to students if any calculators malfunction during the test.

If students are providing their own calculators, say:

> Before we begin the test, I need to know if everyone has a calculator. Make sure your calculator has addition, subtraction, multiplication, division, and square root keys. Check your calculator to see if it is working properly.… If it does not have these functions, you do not have a calculator, or you have one of the following types of calculators, raise your hand.…
>
> The following types of calculators are prohibited:
> * Calculators with built-in computer algebra systems—*Prohibited calculators in this category include:*
>   – Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—*Note: the TI-Nspire (non-CAS) is permitted.*
>   – Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G, HP 49G,** or **HP 50G**
>   – Casio: **Algebra fx 2.0, ClassPad 300**, and all model numbers that begin with **CFX-9970G**
> * Handheld, tablet, or laptop computers, including PDAs
> * Electronic writing pads or pen-input devices—*Note: the Sharp EL 9600 is permitted.*
> * Calculators built into cell phones or other electronic communication devices
> * Calculators with a typewriter keypad (keys in QWERTY format)—*Note: letter keys **not** in QWERTY format are permitted.*

The following types of calculators are permitted, but only after they are modified as noted:
• Calculators with paper tape—*The paper must be removed.*
• Calculators that make noise—*The sound must be turned off.*
• Calculators with an infrared data port—*The infrared data port must be completely covered with heavy opaque material such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series, and HP 48G).*
• Calculators that have power cords—*All power/electrical cords must be removed.*

[Replace calculators as necessary from your back-up supply.]

Since you will not need your calculator for the first test, please put it under your desk or chair.…

After all calculators have been properly stored, say:

The test booklets will now be distributed. Do not open your test booklet until I tell you to do so. Read the directions printed on the back cover. After you have read them, look up.…

Hand each student a booklet individually; do not pass them back or across rows. **Keep an exact count of the number of test booklets distributed.** When everyone has had enough time to read the directions, say:

Raise your hand if you need more time to read the directions. [Allow additional time if necessary.]

Turn your test booklet so the front cover faces up. Find block **K, Test Form,** in the center of the lower section on the front of your answer folder. Fill in the oval that matches the form number printed on the front of your test booklet.…

Walk around the room to be sure students are gridding the test form oval correctly on their answer folders. [The test form gridded should match the test form shown on the cover of the test books.] Then say:

We are now ready to begin the testing period. The use of notes, high-light pens, foreign language or other dictionaries is not permitted. Do not write in your test booklet. Use the scratch paper to write on during the tests. If you need another pencil or a calculator during the test, raise your hand.

Only responses marked on your answer folder during the time allowed for that test will be counted. I (we) [if a proctor has been assigned to your room] will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer folder. If you have a question, raise your hand for assistance rather than looking around.

If you have a cell phone or pager, it must be turned off at this time.

If you are wearing a wristwatch with an alarm, DO NOT set the alarm. It could distract other students. I will keep the official time for this test with my timepiece. I will announce when five minutes remain on each test.

You will be asked to turn in your test materials, and your answer folder will not be scored if you are observed:
- Looking at another student's answer folder or test booklet;
- Giving or receiving assistance;
- Looking back to a test on which time has already been called;
- Looking ahead to another test, or
- Filling in ovals after Stop time has been called.

Are there any questions? …

From this time on, there must be absolutely no talking. Listen carefully to these instructions and do not open your booklets until I tell you.

Turn your answer folder to page 2 and find the section marked **Test 1: English.** You will mark your responses to the questions in **Test 1** in this section. Mark only one answer to each question.

You have **30 minutes** to work on **Test 1.** During this time you are to work only on **Test 1.** Do NOT write in your test booklet. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test.

Set your stopwatch or interval timer to **30 minutes,** and then say:

You will have **30 minutes** to work on this test. Open your booklet and turn to **Test 1.** Read the directions carefully and begin work.

As you begin testing, record the Start, Stop, and five-minutes-remaining time for Test 1 in the box to the left.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce five minutes remaining and the Stop time, check your timepiece carefully against the times you have written down and verify them with the proctor (if one is in the room).

When your watch or timer indicates **exactly 25 minutes have passed,** and you have checked the time, say:

You have **5 minutes remaining.**

**Test 1
30 Minutes**

START _____

5 minutes
remaining _____

STOP _____

Test 2
30 Minutes

START   _____

5 minutes
remaining   _____

STOP   _____

When your watch or timer indicates **exactly 30 minutes have passed,** and you have checked the Stop time, say:

> Please stop work. Put your pencil down and look up….
>
> You will have **30 minutes** to work on **Test 2.** During this time you are to work only on **Test 2.** If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close your booklet. Do not go on to the next test and do not work on the previous test. **You may use your calculator for this test.**

Distribute calculators if the school is providing them; otherwise, instruct students to get their calculators out. Set your stopwatch or interval timer to **30 minutes,** and say:

> You will have **30 minutes** to work on this test. Turn to **Test 2.** Read the directions carefully and begin work.

Record the Start, Stop, and five-minutes-remaining time for Test 2 in the box to the left.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

Please note: Page numbers for the beginning of each test are not printed in this manual because this manual may be used with more than one EXPLORE test form and the page numbers vary from form to form.

When your watch or timer indicates **exactly 25 minutes** have passed, and you have checked the time, say:

> You have **5 minutes remaining.**

When your watch or timer indicates **exactly 30 minutes** have passed, and you have checked the Stop time, say:

> Please stop work. Put your pencil down and look up…. You will no longer need your calculator. Please put your calculator away.…

Check to see that all calculators have been removed from the students' work area.

You may allow students a short rest period at this time. Students can be allowed to go to the restroom one at a time. Otherwise, do not allow students to leave the room. They may move around the room or stand beside their desks for a few moments. Call students to attention after 3–5 minutes and ask them to be seated. Tell them to remove their answer folders from their test booklets. Then continue with the directions in the next box.

> You will have **30 minutes** to work on **Test 3.** During this time you are to work only on **Test 3.** If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test and do not work on previous tests.

Set your stopwatch or interval timer to **30 minutes,** and say:

You will have **30 minutes** to work on this test. Turn to **Test 3.** Read the directions carefully and begin work.

Record the Start, Stop, and five-minutes-remaining time for this test in the box on the left.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates **exactly 25 minutes** have passed, and you have checked the time, say:

You have **5 minutes remaining.**

When your watch or timer indicates **exactly 30 minutes have passed,** and you have checked the Stop time, say:

Please stop work. Put your pencil down and look up….

You will have **30 minutes** to work on **Test 4.** During this time you are to work only on **Test 4.** If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not work on previous tests.

Set your stopwatch or interval timer to **30 minutes,** and say:

You will have **30 minutes** to work on this test. Turn to **Test 4.** Read the directions carefully and begin work.

Record the Start, Stop, and five-minutes-remaining time for this test in the box on the left.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates **exactly 25 minutes** have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates **exactly 30 minutes** have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and close your test booklet.…I (we) will now collect your answer folder and then your test booklet. If you put your answer folder in your test booklet, remove it now so I (we) can collect them separately.… Please remain quietly in your seats until I dismiss you.

To end the session, collect the answer folders, test booklets, and scratch paper. Count the test booklets and answer folders to verify that the number of materials distributed matches the number collected. When you are certain that all materials have been collected, dismiss the students.

After dismissing the students, please follow the procedures on page 18.

Test 3
30 Minutes

START _____

5 minutes
remaining _____

STOP _____

Test 4
30 Minutes

START _____

5 minutes
remaining _____

STOP _____

Immediately After Testing

Checking Answer Folders

To ensure that each student's test results are reported as accurately as possible, each room supervisor should assemble and check the answer folders carefully.

Turn all answer folders the same way with the same side up; they need not be alphabetized. Make sure there is one answer folder for each student who took the tests. Check answer folders for the following:

❏ Have all responses been marked with a soft-lead, no. 2 pencil? If a student used a pen or marker, use a soft-lead, no. 2 pencil to mark over his or her answer choices.
❏ Have all stray marks or doodles been erased?
❏ Are all marks dark? Do all marks completely fill the answer spaces?
❏ Is each student's name printed and gridded properly?
❏ Is all other student information (e.g., ID number, date of birth, grade, gender) complete and accurate?
❏ Is the correct test form marked in block **K**?

Special Status Codes

ACT offers this mechanism for identifying records of students with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, ACT highly recommends that your school's test supervisor marks this information in the shaded box at the bottom of page one of the answer folder after students have finished testing.

The assigned designation of each of these Special Status Codes is as follows:

HB – Homebound   M – Title I Math
SE – Special Education   R – Title I Reading
LEP – Limited English Proficiency   FL – Free or reduced lunch
ME – Migrant Education Program   X – Locally designated
Y – Locally designated   Z – Locally designated

Schools may order a CD or Custom Profile Summary Reports from which Title I data may be gleaned.

SPECIAL STATUS CODES—SEE ROOM SUPERVISOR'S MANUAL
Mark all that apply.

◯ HB   ◯ Y   ◯ X

◯ SE   ◯ M   ◯ Z

◯ LEP   ◯ R

◯ ME   ◯ FL

Accommodations Codes

A testing accommodations code should be marked in the gray box at the top of the second page of the answer folder (see graphic below) for all students receiving a special accommodation. Mark the one code that best describes the accommodation given.

1. Standard print materials with *extended* time limits (no other assistance)
2. Large print test book with *standard* time limits
3. Large print test book with *extended* time limits
4. Oral presentation (from audio CD) with extended time limits
5. Oral presentation (from reader script only) with extended time limits
6. Braille test book with extended time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (i.e., FM audio system) with extended time limits
10. Oral presentation (from cassette) with extended time limits

When a code of 1, 3, 4, 5, 6, 8, 9, or 10 is gridded, the test is considered "non-standard" because of the extended time allowed for testing. These records will not be included in any aggregated data (e.g., School Profile Summary Report, District Profile Summary Report, College Readiness Standards Services reports).

For information regarding "Scoring Codes," refer to page 7 in this manual under the subtitle "Voiding Tests or Answer Folders."

```
┌─────────────────────────┐
│   To be completed by    │
│  school staff only—see  │
│ Room Supervisor's Manual│
│                         │
│     ACCOMMODATIONS      │
│      Mark only one.     │
│                         │
│      ①         ⑥       │
│      ②         ⑦       │
│      ③         ⑧       │
│      ④         ⑨       │
│      ⑤         ⑩       │
│  – – – – – – – – – – –  │
│      SCORING CODES      │
│       Ⓔ Ⓜ Ⓡ Ⓢ        │
└─────────────────────────┘
```

Returning Answer Folders for Scoring

Fill out a Class/Group Header (if provided by your test supervisor) and place it on top of the answer folders.

Use the Testing Irregularity Report on page 21 to describe any unusual circumstances which could affect students' scores (see descriptions on page 6).

Return all test materials to your school's test supervisor.

EXPLORE® Testing Irregularity Report

Room Supervisor		Testing Room

Use this form to document any of the irregularities described on page 6. Return this completed form to your school's testing supervisor. If any portion(s) of the test should be voided due to prohibited behavior, mark the appropriate scoring code on page 2 of the student's answer folder (see page 7 of this manual for instructions).

Name of Student	Explanation of Irregularity

Complete the information below and **send a copy of this report to ACT only if any of the following irregularities are reported:** 1) defective materials; 2) student challenge of a test item, or 3) mistimings that could not be corrected.

School Name		School Code

City	State	Test Date

EXPLORE® Room Supervisor Comment Form

_____

Supervisor's Name (please print)   School Code

_____

School Name   City   State   Test Date

If you have comments or suggestions concerning this manual or ACT's procedures or Customer Services, please write them below and return this form with your answer folders to your EXPLORE test supervisor. Please be as specific as possible when making suggestions for improvement. All comments are reviewed. **Do not report testing irregularities on this form. (For Testing Irregularity Report, see page 21.)**

Notes

Notes

Notes

Notes

EXPLORE® Procedures Checklist

The following checklist for administration of EXPLORE tests is provided for your convenience. It does not replace the administrative procedures in this manual.

Pre-Test Activities

☐ Announce to students the day and time of testing, the location of testing room(s), and what to bring on test day.

☐ Read the *Room Supervisor's Manual* carefully.

Administration

☐ Arrange the test room (see page 2).

☐ Make sure each student has at least one no. 2 pencil, two sheets of scratch paper, and a calculator with the four basic functions, plus square root function (for Test 2, Mathematics).

☐ Distribute test booklets by handing one to each examinee.

☐ Verify that the number of test booklets distributed and the number remaining equal the number of booklets assigned to the room.

☐ Administer tests in proper sequence.

☐ You and your proctors are expected to circulate in the room during the timed portion of all tests. This ensures examinees are working on the correct section of the test and marking responses in the correct section of the answer folder, and allows you to observe examinee behavior.

☐ Time each test exactly. Write the Start, Stop, and 5-minutes-remaining times in the manual for each test.

☐ Do not leave testing room unattended at any time.

☐ Collect answer folders first, then test booklets. Destroy used scratch paper.

☐ Verify counts of test materials before students are dismissed.

☐ Document irregularities in testing.

☐ Enter Accommodations and Special Status Codes on answer folders as appropriate.

Forms and Materials

☐ Complete all required forms and optional forms as appropriate and return with the completed answer folders and test booklets immediately after testing to your EXPLORE test supervisor.